Drama- Spiritual, Moral, Social and Cultural Development

	SOCIAL	MORAL	SPIRITUAL	CULTURAL	BRITISH VALUES
Year 7	Develop group work through work in small and large groups. Focus on developing skills of cooperation and communication. Opportunities for leadership. Small and large group work development. Focus, determination, communication and cooperation skills developed.	Through explorative strategies, empathy and character development. Pupils will explore moral and ethical issues through encountering them within the work.	Through variety of themes explored in schemes of work, for example in the SOL based around the Hindu myth of Kaliya the serpent king. Through group work which promotes mutual respect. Development of wonderment and awe and creativity. Students working to gain mutual respect of others in group work	Through contact with British theatrical and cultural traditions as well as those of other countries (Japanese Kabuki). Through exploration of material from other cultures as well as our own.	Through the promotion of tolerance and empathy towards others developed through contact with stories, characters, and traditions from other cultures as well as well as British culture and history.
Year 8	Continued development of group work skills, involving working outside a friendship group, negotiating and cooperating creatively. Small and large group work, requiring students to work with others and cooperate. Development of mutual respect through peer evaluation and group work.	Through explorative strategies, empathy and character development SoW such as: Identification, and Barry the Bully and contact with the play 'The Terrible Fate of Humpty Dumpty'. Considerable focus on moral and ethical questions through Year 8 SOL.	Ongoing focus in all SOL on development of creativity and a respect for ideas.	Development of understanding of theatre and development of cultural understanding through contact with varied stimuli and different theatrical genres; naturalism, slapstick comedy, soap opera.	Development of tolerance and understanding through SOL such as naturalism and The Identification
Year 9	Extensive development of group work and leadership skills. Reflect upon social aspects of work in written work and discussion. Theatre trip if possible. Develop group and individual skills.	Discussion and exploration of moral and ethical issues, for example in SOL such as Persuasion, developing a shop lifting narrative and exploring responsibility. Through explorative strategies, empathy and character development in all SOL. Exploration of Theatre In Education, which looks at how theatre can be used as a tool to explore moral issues.	Through varied SOL which enable students to use imagination and creativity in their work (e.g. devising own TIE performance). Regular reflection about own work and experiences. Being selfanalytical and being able to analyse the work of others.	Continued development of cultural awareness through exploration of different genres and practitioners. Development of understanding of cultural context and its impact on the lives of the characters explored (. g. A Night Out set in 1960).	Development of tolerance and understanding through varied SOL. Focus on judicial process through Persuasion SOL.
Year 10	Develop group work and leadership skills. Reflect upon social aspects of work in written work and discussion. Theatre trip.	Through explorative strategies, empathy and character development SOL such as: Brecht which looks at how theatre can be used as a tool to explore moral issues and which explores the idea of social justice in depth and set text 'DNA' which explores personal morality.	Through varied SOL which enable students to use imagination and creativity extensively and freely in their work (e.g. devising for Physical Theatre). Regular indepth reflection about own work and creative process as well as own experiences.	Students develop cultural appreciation and awareness through theatre trips and work on a variety of texts, for example 'Teechers' by John Godber, and theatrical genres (e.g. Physical Theatre).	Development of tolerance and understanding through discussion and creative work, especially through exploration of the practitioner Brecht and development of own work with theme of social justice.
Year 11	Develop and apply group work and leadership skills especially in Component 1 (devising) and component 2 (performance from script). Group work and creative negotiation over extended period.	Texts and issues explored in all components engage the students in exploration of varied moral and ethical issues, e.g. set text 'DNA'.	Through use of imagination and creativity in all aspects of their work in drama, and reflection on creative processes through written work e.g. portfolio for C2.	Theatre trip and analysis of live theatre. Exploration of design elements including lighting, costume and sound.	Development of tolerance and understanding through discussion and through own creative process, for example students might choose to focus on gender or race discrimination in devising work.